

**AN ANALYSIS OF THE ENGLISH COURSE BOOK ENTITLED
GROW WITH ENGLISH by Dr. Mukarto, M. Sc**

A Thesis

Presented as Partial Fulfilment of the Requirements for the Attainment of a *Sarjana*
Pendidikan Degree in English Language Education



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2012**

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ENTITLED *GROW WITH ENGLISH* by Dr. Mukarto, M. Sc**

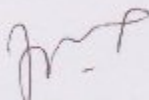
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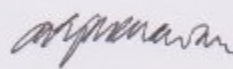
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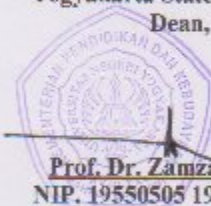
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PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini, kecuali pada bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tatacara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti pernyataan ini tidak benar, maka hal itu sepenuhnya menjadi tanggung jawab saya.

Yogyakarta,
Yang membuat pernyataan,



Dewi Indrawati
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Mottos

- *To achieve your goal, you have to work hard and pray a lot. (My Beloved).*
- *If people are trying to bring you down, it only means that you are above them. (Unknown).*
- *Stop saying “I wish”, start saying “I will”. (Unknown).*

DEDICATIONS

This thesis dedicated to:

*my beloved mother and father, as one of the ways of showing
my gratitude, love, and respect for all that they have given to
me,*

my beloved sister and brother Sri Lestari and Wahyudi

my beloved Mr. Ay

all of my friends.....

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2. the second consultant, Ari Purnawan, S.Pd, M.Pd, M.A. for the guidance, advice, and willingness in spending the time to correct this thesis;
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Finally, the researcher realizes that this thesis is far from being perfect. However, she does hope that it will give contribution to the English teaching and learning process in elementary schools.

Yogyakarta,

Dewi Indrawati
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LIST OF ABBREVIATIONS

KTSP : Kurikulum Tingkat Satuan Pendidikan

SK/KD: Standar Kompetensi/Kompetensi Dasar

SBC : School-Based Curriculum

BSNP : Badan Standar Nasional Pendidikan

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ABSTRACT

The objective of the study is to find out the relevance of the *Grow with English* course book for the fifth-grade elementary school students that are relevant with the KTSP Curriculum or SK and KD.

This study is descriptive – evaluative. The object of the study was *Grow with English* book 5. The type of the study is content analysis concerning with good book criteria completed with questionnaires for the teachers. The data were collected by an observation and content analysis. The instruments used in this research were interview guide and questionnaires. To collect the data, questionnaires were given to 11 elementary school English teachers of Depok sub – district. Those questionnaires were also used to support the result of the content analysis. The content analysis was used to analyze the data.

The result of the study shows that *Grow with English* is relevant to the learning objectives in KTSP Curriculum or SK and KD in listening, speaking, and reading because they can cover the learning objectives in listening, speaking and reading, but the activities in writing can be said irrelevant because they cannot cover the learning objectives in writing. This is caused by the small number of activities in writing. Besides those findings, the researcher found that the skills in English course book should balance in each skill. Thus, this study suggested that several stages in select or make the book should be relevant to the learning objectives in KTSP Curriculum.

CHAPTER I

INTRODUCTION

A. Background of the Study

The importance of English as one of the biggest international languages has led to its flourishing teaching and learning throughout the world. Based on a survey in the internet, nowadays more than three hundred elementary schools in Yogyakarta have put English as a local content subject into their school programs began from the fourth, or even earlier, up to the sixth-grade. The function of the English lesson in the early stage of education is to introduce English as the first foreign language to students. Meanwhile, the main objectives are to motivate and to support the students in order to make them ready and confident in learning English at higher levels (Departemen Pendidikan dan Kebudayaan, 1995:1).

The English lesson for the elementary school students is a new program in Indonesia because to achieve its objective is not simple and easy. The attainment of the objective is influenced by many components, such as curriculum, syllabus, materials, methods, classroom management, media, teacher's quality, and student-teacher interaction. To improve the teaching-learning process of English as a foreign language, all components are working in and affecting the process itself. Therefore, it needs to be observed for further consideration.

It is known that the quality of the learning materials determines the success of the learning. However, the choice of the learning materials is sometimes a matter for some teachers. They have difficulties in choosing the good learning materials. Therefore, it can affect the success of the teaching-learning process.

Furthermore, there are many course books as the support learning materials which found in the elementary schools, but not all of them can be considered as good course books. It is because the course book is not appropriate with the curriculum or SK and KD (*Standar Kompetensi dan Kompetensi Dasar*) in the elementary school. Therefore, it can affect the students to have a low achievement in their learning.

The English learning materials are one of the teaching-learning components that give many effects to the students. Some of the English learning materials that are used can be found in English course books. Therefore, the elementary school English teachers have to be able to select course books. It can be one of the means to obtain the success of the English teaching-learning process. It is then necessary to select a high-quality English course book to keep or even promote the quality of the English teaching-learning process. Therefore, the researcher conducted a research study in relation to the evaluation of the English course books used in the elementary schools in Yogyakarta. Furthermore, this study can also help the teachers as the guidance to determine a good English course book. Realizing this fact, the researcher thinks that it is important for the English teacher of Elementary

school try to develop the materials. It is necessary to use the curriculum in order to know some indicators.

B. Identification of the Problem

Based on the explanation in the background of the study, the researcher collected information about the problems in selecting English course books that are appropriate to the students' needs and level of learning. .

The first problem is related to the teacher. In every elementary school most English course books are published by different publishers that sometimes do not match with the curriculum of the school. The teachers usually buy English course books from the salesman who comes to the schools. In fact, they must consider the students' needs and capacity to their level of learning.

The second problem is the materials. Materials are essential elements in the teaching and learning process. A material is one important thing in program, besides the syllabus, teachers, learners, and resources. The last problem is that the relevant to the curriculum or SK and KD.

C. Limitation of the Problem

Based on the identification of the problem, the research is focused on analysing the English course book used by some elementary schools in Yogyakarta. It is relevant to the learning objectives in SK and KD for the fifth-grade.

In this study, the analysis is conducted to an English course book widely used in some elementary schools in Yogyakarta, namely: *Grow with English*, published by Erlangga in 2007.

D. Formulation of the Problem

Based on the background of the study, identification of the problem, and limitation of the problem, the problem is formulated as follows:

1. How relevant is the English course book *Grow with English* for the fifth-grade elementary school students to the curriculum or SK and KD?

E. Objective of the Study

The objective of the study is to analyze of the English course book for the fifth-grade elementary school students that the relevance to the curriculum or SK and KD.

F. Significance of the Study

This study is hopefully beneficial for the following parties.

1. The elementary school English teachers, particularly in Yogyakarta, who are responsible for the selection of appropriate English course books to be used in the teaching learning process based on the SK and KD. It is expected that they will be able to take the results of this study into consideration or used the instrument to evaluate the English course book used in their classes.

2. The writers and the editors of English course books for elementary schools, who are expected to consider the result of this study for their further revision of the English course books produced.
3. Other researchers, the result of this study can be used as the information as a basis for conducting further studies under the same topic.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Teaching English to Children

Teaching cannot be defined apart from learning. According to Kimble and Garnezy as quoted by Brown (2000: 7), teaching is showing or helping someone to learn how to do something, give instructions, guide in the study something, provide someone with knowledge, and cause someone to know or understand. The understanding of how the learner learns will determine the philosophy of education, the teaching style, the approach, methods, and classroom techniques used by someone. Whereas, Brown (2000: 7) states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.

Cameron (2001: 242) states that the aim of teaching a foreign language to children, based on governmental reasons, is to improve national standards in foreign language use. Parents likewise often believe that children will benefits. According to her, there are no very convincing evidence that expenditure of the standard on language teaching will make this happen. In summary, it can be concluded that a teacher plays an important role in a successful language teaching. He or she is the one who probably establishes condition and manipulates all factors that can facilitate and promote learning,

such as the activity, the method used, and the materials. There are many theories that focus on them. Some of them are as follows.

a. Children's Characteristics

Children are different from adults. They are different in development terms that are in the physical, cognitive as well as psychological development. Regarding characteristics differences, Piaget in Marsh (1996: 18) sees the cognitive or intellectual development of children of 7 to 11 or 12 years is in a concrete operation stage. In this stage, children develop the ability to conserve, along with to ability to deal adequately with classes, with variation (i.e., they can arrange things from the smallest to largest, and vice versa), and with a number of concepts. They can perform complex operation on problem as long as the problems are concrete things.

Cameron (2001: 3) states that from a Piagetian viewpoint, a child's thinking develops as gradual growth of knowledge and intellectual skills towards a final stage of formal, logical thinking. Regarding the characteristics differences that children process, Scott and Ytreberg (2004: 3-5) identify some general characteristics of children that are related to their capability and aptitude. They are, first, their basic concepts are formed. They have very decided views of the world. Second, they can tell the differences between fact and fiction. Third, they ask questions all the time. The next, they rely on the spoken word as well as the physical world to convey and understand meaning. Then, they are able to make some decision about their own learning. Besides, they have definite views about what like and do not like doing. Then, they

have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions. Finally, they are able to work with others and learn from others.

Williams (1998) points out the ten principles of teaching English to young learners, they are as follows.

1) Start where the child is

It means that the task given should be meaningful, involving, and interesting for learners, within their experience of life.

2) Encourage social interaction

Learning is actually an interactive process. The learning for communicative language teaching (CLT), that includes Krashen's Monitor Model and task –based approaches, is emphasized in the importance of understanding and transmitting message, -even more than the accuracy of the language.

3) Support the negotiation of meaning and collaborative talk early

Primarily, all learners need to be working with ideas and opinion merely facts, for the talk to be meaningful and motivating. Therefore, the teacher should be able to give the students chance to express their ideas or to talk about themselves.

4) Allow children to be active participants in the learning process

The teachers should provide learners with challenging and risk talking active, in order that they become active participants, and given them independence, when they fail to progress and become demotivated.

5) Pitch input within the zone of proximal development

The teacher does not always give input at the learner's present linguistic level. There should be a gap to simulate and challenge the learners to develop their language.

6) Introduce language at discourse level

Children are introduced in meaningful language at discourse level through stories, song, and plays and then they assimilate and use chunks of language.

7) Plan meaningful and purposeful activities within a clear, familiar context

Children need to be working within clear and familiar contexts and for the interaction to be meaningful and purposeful to them. Besides that, the teacher should have the ability to access the children's level of learning (of interest and understanding) and select the topics and tasks.

8) Help learners to become independent and autonomous

The children are becoming active participants in their own understanding and meanings. Therefore, the teacher should design activities that support and foster growing independence, such as, through the tasks including the stage introduction of pair or group work and the use of dictionary and reference materials.

9) Develop a supportive, non-threatening, and enjoyable learning environment

As well as having a positive effect on the learning environment in the classroom, this approach will also encourage learners to be more tolerant of each other.

10) Test and assess in the way that the teach

The learners are tested and assessed in the classroom based on the knowledge that they have got in the teaching-learning process.

Considering all the characteristics of young learners, children's cognitive development, characteristics of young learner's language learning, and principle of teaching English to young learners mentioned above, it is quite clear that teaching English to young learners/children is different from that to adult. In addition, all characteristics of children may become a consideration to identify their needs in learning English as a foreign language.

b. Principles of Teaching English to Children

Considering children's characteristics, teachers should apply the principles of the teaching English to children. It is hoped that the teaching and learning process will achieve the goal. Scott and Ytreberg (1990) propose some implications for teaching children.

1) Words are Not Enough

Instead of the spoken word, teachers have to include activities that involve movement, the senses, and plenty of objects and pictures to work with and to make full use of the school and the surrounding.

2) Plays with the Language

The teachers can use rhymes, songs, and stories to do activity. Playing with the target language is a very natural stage in foreign language learning. Children also enjoy playing.

3) Language as Language

Children learn the mother tongue in a natural way. It also occurs in learning foreign language. In understanding language, they need accompaniment of facial expressions, movement, and the use of gestures. It is the teacher's job to develop the students' awareness of language.

4) Variety in the Classroom

Variety is very important for children since their concentration and attention span are short. The variety includes the variety of activity, variety of space, variety of organization, variety of media, and variety of voice.

5) Routines

Routines benefit children, knowing the rules and being familiar with the situation will make them feel secure in the classroom.

6) Cooperation not Competition

It is necessary to create an atmosphere of involvement and togetherness. In the classroom activities, learners should know the positive values in their learning activities and they should not just compete to get high scores in the lesson.

7) Grammar

The best time to introduce is either when a pupil asks for an explanation or when you think a pupil will benefit from learning grammar.

8) Assessment

Assessment is necessary to know learners' progress in their learning process. It should be done according to the process of teaching and learning.

As stated before, teaching children is different from teaching adults. Teachers need to consider children's characteristics in teaching them. In line with Scott and Ytreberg, Brown (2001) states that to successfully teach children a second language requires specific skills and intuitions that differ from those appropriate for adult teaching.

2. The Material for Teaching Children

Material plays a role as the input of teaching and learning activity. It refers to anything which is in the form of media, which is provided by books writers and used by the teachers and students as the input in the language learning (Tomlinson, 1998: 2). In addition, the material is a vital part of learning source consisting of tasks and activities, which enable the students to have to participate.

In the teaching learning process, appropriate materials should be based on the curriculum. Their content should be based on students' needs and characteristics. The appropriate materials will make the students easy to understand the material. The appropriate material should be also interesting. It

is because interesting materials are able to encourage students to participate actively in the teaching learning process. If the materials are not interesting, it can make the students bored in following the lesson. So, the material is not only appropriate but also interesting.

3. The Curriculum

A curriculum is the foundation of learning progress. It is because the curriculum states the function, the objectives, and scopes of the course. The curriculum contains the national education objectives, so the topics of a course for all parts of this nation are the same. After the curriculum is designed and developed, the teaching learning materials can be decided. Before a new curriculum is implemented in all school in the nation, there is an “experiment” class for applying it. Later when it is successful, the government implements it to all school in the nation.

Rodgers (1989) in Richards (2001: 31) also states the components of a curriculum. It includes what students learn, how they learn it, how the teachers help them to learn, what kind of supporting materials are used, style and methods of assessment, and what kind of facilities are used.

a. School Based Curriculum (SBC)

In Indonesia, the teaching of English at primary and high schools should be based on the School Based Curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*). Based on the Article 35 Subsections 2 of No. 20 of the National Education System Law 2003, it is stated that *Standar Nasional Pendidikan digunakan sebagai acuan pengembangan kurikulum, tenaga*

pendidikan, sarana dan prasarana, pengelolaan, dan pembiayaan (National Education Sytem is used as a reference of the curriculum development, educational staffs, facilities, management and finance).

Kurikulum pendidikan dasar dan menengah dikembangkan sesuai dengan relevasinya oleh setiap kelompok/satuan pendidikan dan komite sekolah/madrasah dibawah koordinasi dan supervise dinas pendidikan atau kantor departemen agama kabupaten/kota untuk pendidikan dasar dan provinsi untuk pendidikan menengah (UU No 20 tahun 2003 pasal 38 ayat 2). Primary and high school curriculums are develop by every group, education unit, and school committee at the direction of education / religion department coordination and supervision of cities for primary school and of a province and for high school (Article 38 Subsection 2 of No. 20 of Law 2003).

The curriculum of elementary school is different from the high school curriculum. The elementary school students are required to have an ability to communicate and to improve their enthusiasm in learning a language. The article 6 subsection 6 of government laws no. 19, 2005 states that *kurikulum dan silabus SD/MI/SDLB/Paket A, atau bentuk lain yang sederajat menekankan pentingnya kemampuan dan kegemaran membaca dan menulis, kecakapan berhitung, serta kemampuan berkomunikasi.* (Primary school/Islamic elementary school/Primary school for the students with special needs/Package A or the same level institutions emphasizes the importance of reading and writing, counting, and communication abilities).

From those explanations above, it can be concluded that curriculum is an education curriculum that is arranged and applied in each school. It aims at managing teaching and learning processes. The KTSP Curriculum emphasizes motivating or supporting students in order get ready and self-confident in learning English in the next grade.

b. The Description of the English Local Content Curriculum

Undang-Undang Republik Indonesia No. 20 Tahun 2003 about National Educational System notes that curriculum is a set of plans and systematizations about the goals, contents and materials to gain certain educational goals. Curriculum is a tool to accommodate teaching and learning process to reach educational goals.

In Indonesia, nowadays, the curriculum recommended by the government is Curriculum 2006 that is known as School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan*. The orientation of the School-Based Curriculum mentions that a curriculum is a set of plans and arrangements which contains that aims and materials. It also includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes (BSNP, 2006: 4). The SBC is a curriculum that is developed based on each unit of education institutions, local/school potential, local/school characteristics, the socio-cultural condition of the area, and the learner's characteristics (Mulyasa, 2007: 8). Moreover, the SBC is in accordance with *Undang-Undang Republik Indonesia No. 20 Tahun 2003* about *Standar Nasional Pendidikan* in order to reach the goals of national education in Indonesia.

As stated in the KTSP, English is the means of communication either spoken or written. English is aimed to support the readiness of the elementary school graduates in facing the English learning process at the higher level (secondary school). *Sehubungan dengan hal tersebut menyelenggarakan*

pelajaran Bahasa Inggris sebagai muatan lokal (KTSP 2006), (in regard to this, Standard Competence should be determined for elementary school/MI; which use English as a local subject).

The SBC used for teaching English to the fifth grade elementary school students in Semester 1 and Semester 2 is mentioned in Table 1.

Table 1. SBC for English teaching-learning process to the fifth grade elementary school students, Semester 1 and 2.

Kelas V, Semester 1

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<i>Mendengarkan</i> <i>1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah</i>	<i>1.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah</i> <i>1.2 Merespon instruksi sangat sederhana secara verbal</i>
<i>Berbicara</i> <i>2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah</i>	<i>2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk</i> <i>2.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang</i> <i>2.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: mengenalkan diri, mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui, dan melarang</i> <i>2.4 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: Do you mind ... dan Shall we ...</i>
<i>Membaca</i> <i>3. Memahami</i>	<i>3.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang</i>

Standar Kompetensi	Kompetensi Dasar
<i>tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah</i>	<i>melibatkan: kata, frasa, dan kalimat sangat sederhana</i> 3.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima
Menulis 4. Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah	4.1 Mengeja kalimat sangat sederhana secara tepat dan berterima 4.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima seperti: ucapan selamat, ucapan terima kasih, dan undangan

Kelas V, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah	5.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks sekolah 5.2 Merespon instruksi sangat sederhana secara verbal
Berbicara 6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah	6.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk 6.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan 6.4 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: <i>do you mind ...</i> dan <i>Shall we ...</i>

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<i>Membaca</i> 7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks sekolah	7.1 Membaca nyaring dengan ucapan, tekanan, dan intonasi secara tepat dan berterima yang melibatkan: kata, frasa, kalimat sangat sederhana, dan teks sangat sederhana 7.2 Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima
<i>Menulis</i> 8. Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah	8.1 Mengeja kalimat sangat sederhana secara tepat dan berterima 8.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat seperti: ucapan selamat, ucapan terima kasih, dan ucapan simpati

According to the local content curriculum, the function of English for elementary school is to introduce English language as the first foreign language to students. The objective of the curriculum emphasis on motivating students to be ready and more confident in studying English in junior and senior high schools. The local content curriculum shows that English for elementary school is not very demanding. So the teachers also need to know how to make children ready and confident in learning English.

4. Course Book

a. The Definition

According to BSNP (2006), a course book is the written products that provide the knowledge of the author. Based on the author, the content of the book can be developed from the research, analysis, actualization of the experience, autobiography, or fiction based on the imagination. In BSNP (2006), also states that the book contents of the materials come from the curriculum analysis in the written form. The course books are the most important resources of instruction and learning. Well-constructed and up-to-date books are vital for improving the quality of achievement.

Based on *Puskur Departemen Pendidikan Nasional* (2003) course books are teaching learning media. It plays important roles in a class. Course books also consist of material based on curriculum and education system. A course book is designed in order to develop students' knowledge and the English language skills; and to build positive attitude towards English language.

b. Advantages of Using Course Book

Brewster, Ellis, and Girard (1991: 114) state some advantages of using course books in the teaching and learning process. They are as follows:

- 1) It is a useful learning aid for the pupil
- 2) It can identify what should be taught/learnt, and the order in which it should be taught/learnt
- 3) It can indicate what methodology should be used

- 4) It can provide, attractively and economically, all or most of the materials needed.

Similarly, Halliwell (1992: 113) states that a course book helps the teachers by providing:

- 1) a clearly thought out plan programme which is appropriately sequenced and structured to include progressive revision;
- 2) a wider range of material that an individual teacher may be able to collect;
- 3) security;
- 4) economy of preparation time;
- 5) a source of practical teaching ideas;
- 6) work that the learners can do on their own so that the teacher does not have to be center stage all the time;
- 7) a basis for homework if that is required; and
- 8) a basis for discussion and comparison with other teachers.

A course book is not only useful for the teacher, but also for the learner. It also offers the learners:

- 1) a sense of purpose and progression;
- 2) a sense of security;
- 3) opportunity for independent learning; and
- 4) a reference for checking and revising (Halliwell, (1992: 114)).

Based on the advantages, a teaching learning process basically consists of a sequence of instructional events. It implies that the presence of a course book then will help:

- 1) To activate student motivation
- 2) To ensure that the learners have the cognitive prerequisites for the course
- 3) To understand about the objective or objectives of the learning
- 4) To focus on the learning
- 5) To acquire and retention knowledge

- 6) To retain and retrieve learning, ample application, rehearsal, review of knowledge, and practice skills.

c. Characteristics of Good Course Book

Hutchinson and Waters (1987: 107-9) state that good materials should cover three criteria, they are;

- 1) not teach: they encourage learners to learn, therefore, contain
 - a) Interesting texts;
 - b) Enjoyable activities which engage the learners' thinking capacities;
 - c) Opportunities for learners to use their existing knowledge and skill;
 - d) Content which both learner and teacher can cope with.
- 2) Provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning.
- 3) Involve both opportunities for analysis and synthesis.

Besides three criteria above; the quality of a good book is also influenced by the physical appearance criteria. The criteria represent norms for course book evaluation specific to five areas of interest:

- 1) General information about the textbook and supporting materials
- 2) Content
- 3) Lesson Design and Instructional Strategies
- 4) Assessment
- 5) Universal Design

The kinds of the appearances of textbooks are also adhered by Alwasilah (1997: 36). They are presented below:

- 1) are the book size (long multiply wide) and the thickness if it (page numbers) appropriate to students' age?
- 2) is the book binding strong enough and interesting to students?
- 3) does the textbook have good paper?
- 4) are the typography and page layout good, readable, and appropriate to students' age?
- 5) are the pictures and visual materials interesting enough to students, and helping the material presentation?

The three characteristics about the physical appearance of course book show the criteria of the course book especially for elementary school students as young learners. The criteria can be put as a consideration for teacher to advise the course book used for their students.

d. Techniques of Presenting Material

Low (1989) in Nunan (1991: 217) says that the material design should reflect a presentation of language to be learned and of language description. Here, there is devoted to discuss language skills and language elements.

1. Language Skills

a) Writing

Writing is different from the other skills because it needs a long process. It is difficult for the learners to get to trip with especially for young learners. It is a useful, essential, integral and enjoyable part of the foreign language lesson. Scott (1990: 68) divides the writing activities into three types: controlled writing, guided writing, and free writing activities.

b) Reading

Anderson in Nunan (2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Reading is also the language skill that is easiest to keep one reading in foreign language that we use to be able to speak as well. Book opening up other worlds to young learners and making reading an enjoyable activity are very important parts of the language learning experience. According to Scott and Ytreberg (1990: 46) there are many ways of teaching reading to young learners. They are starting off, reading aloud, and silent reading.

c) Speaking

Speaking is perhaps the most demanding skill for the teacher to teach. In their own language, the children are able to express emotions, communicate, intentions, and reactions, explore the language and make fun of it, so they are expected to be able to do the same in English. Part of the magic of teaching young children a foreign language is their unspoken assumption that the foreign language is just another way expressing what they want to express.

The teacher should provide the techniques of teaching speaking. Scott (1992: 33) provides four speaking activities that a teacher can do. They are controlled practice, guided practice, dialogues, and role play work, using objects, role play, and free activities.

d) Listening

Listening is the skill that children acquire first, especially if they have not yet learnt to read. When they start to learn English as a foreign language, the language they heard becomes the main source of language. According to Scott (1990: 21) listening activities are classified into five types based on: listen and do activities, listen for information, listen and repeat activities, listening to stories, and independent listening.

2. Language Elements**a) Vocabulary**

Krashen and Terrell in Nunan (1991: 117) state that in the early stages of learning and using a second language is better served by vocabulary than grammar, and that one can, in fact, “by pass” in going for meaning if one has a reasonable vocabulary base. Nunan (1991: 118) says that these days, the consensus seems to be that the development of a rich vocabulary is an important element in the acquisition of a second language.

b) Pronunciation and Spelling

According to Brown (2001: 283) pronunciation is a key to gain full communicative competence. The teaching of pronunciation will enable the students to recognize and produce individual English sounds that are represented through spelling. Then, he states that the English pronunciation goal at the beginning level is to surpass the threshold beneath which pronunciation detracts from their ability to communicate.

From the above views, it can be concluded that pronunciation and spelling instruction to elementary school students at the beginning level should become somewhat incidental and accent-free speech through imitation. Therefore, English course book for teacher should consider providing phonetic transcription.

c) Grammar

There were many linguists, grammarians, or experts who study English grammar; hence there are many schools of thought of English grammar which then result in different definitions of English grammar. Richards, Platt, and Weber (1985) in Nunan (2003: 154) define grammar as a description of the structure of language and it consists of linguistics units such words and phrases combined to be sentence in the language. Meanwhile, Brown (2001: 362) defines grammar as “the system of rules governing the conventional arrangements and relationships of words in a sentence”. He also reminds us that the places of “words” are the components of prefixes, suffixes, roots, verbs, nouns and adjective. They are indeed a part of grammar.

5. Selecting Course Book

In the teaching learning process, it is necessary for the teacher to consider the learning material that will be taught to their students since the learning material serves mostly to supplement teacher instruction. For students the learning material provides the main source of language exposure that they can have a part from the teacher (Richard, 2001: 252). Therefore, it should be

considered whether the learning material is appropriate or not for the students related to their learning goals and learners' need. There are some criteria to consider whether the learning materials are appropriate or not for the students. The following are textbook evaluation criteria adapted from Robinett (1978: 249) in Brown (2001:142):

1. goal of the course (Will this textbook help to accomplish your course goals?)
2. background of the students (Does the book fit the students' background?)
 - a. Age
 - b. Native language and culture
 - c. educational background
 - d. motivation or purpose for learning English
3. Approach (Does the theoretical approach reflected in the book reflect a philosophy that you and your students can easily identify with?)
 - a. Theory of learning
 - b. Theory of language
4. Language skills (Does the book integrate the "four skill"? is there a balanced approach towards the skills? Does the textbook emphasize skills which the curriculum also emphasizes?)
 - a. Listening
 - b. Speaking
 - c. reading
 - d. writing
5. General content (Does the book reflect what is now known about language and language learning?)
 - a. Validity-does the textbook accomplish what it purports to?
 - b. Authentic of language
 - c. Appropriateness and currency of topics, situation, and contexts
 - d. Proficiency level- is it pitched for the right level?
6. Quality of practice material
 - a. Exercises-is there a variety from controlled to free?
 - b. Clarity of directions- are they clear to both students and teacher?
 - c. Active participation of students- is this encouraged effectively?
 - d. Grammatical and other linguistic explanation-inductive or deductive?
 - e. Review material-are there sufficient spiraling and review exercises?
7. Sequencing (How is the book sequenced?)
 - a. By grammatical structures
 - b. By skills
 - c. by situation
 - d. by some combination of the above

8. Vocabulary (Does the book pay sufficient attention to words and word study)
 - a. Relevance
 - b. Frequency
 - c. strategies for word analysis
9. General sociolinguistics factors
 - a. Variety of English – American, British, dialects, or international varieties
 - b. Cultural content – is there a cultural bias?
10. Format
 - a. Clarity of typesetting
 - b. Use of special notation (phonetic symbols, stress/intonation marking, etc)
 - c. Quality and clarity of illustrations
 - d. General layout – is it comfortable and not too “busy”?
 - e. Size of the book and binding
 - f. Quality of editing
 - g. Index, table of contents, chapter headings
11. Accompanying materials (Are there useful supplementary materials?)
 - a. Workbook
 - b. Tapes- audio and / or video
 - c. posters, flash cards, etc
 - d. a set of tests
12. Teacher’s guide (Is it useful?)
 - a. Methodological guidance
 - b. Alternative and supplementary exercises
 - c. suitability for nonnative speaking teacher
 - d. answer keys

In this research, the researcher took Brown’s criteria in evaluating a good course book. It includes content, physical appearance, and curriculum. She modified the criteria since those criteria are considered as the basic in evaluating the appropriateness of the course book content.

6. Course Book Evaluation

To have a good course book that meets the requirement set, standardization is needed so that the arrangement of a course book meets the national standard. According to *Puskur Departemen Pendidikan Nasional* (2003: 4), the meaning of standardization is “... proses/kegiatan pembakuan

buku pelajaran Bahasa Inggris sesuai dengan spesifikasi teknis penyusunan buku pelajaran Bahasa Inggris, pengembangan naskah yang mencakup isi/materi, penyajian materi, penggunaan bahasa/keterbacaan, dan grafika, serta pemanfaatannya di sekolah”.

There are three important aspects of evaluating a course book, they are:

a. Content aspect or lesson material

The lesson material contains a set of lesson to be taught. The contents aspect should cover the following:

- 1) The course book covers the aspects in the curriculum.
- 2) The materials is delivered integrateclly covering listening, speaking, reading and writing skills or least the integration between the listening and speaking / reading and writing.
- 3) The material includes many kind of genre proposed in curriculum.
- 4) The material is arranged based on the difficulty level.
- 5) The material consists of phonology, vocabulary, and grammar.
- 6) The give task should be conveyed to improve the students' capacity in phonology, vocabulary, and grammar.
- 7) The material course knowledge, ability and behavior which support the life skills.
- 8) The material considers the aspects of gender, ethnic, religion, etc.

b. Presentation Aspect

This aspect is related to the how to present the learning objectives, the organization of the delivering chronology, the chronology from the simple aspects to the more difficult, the students' task chronology, the relation between material and the relation between the text and the task. The standards to evaluate material delivering aspects according to the *Puskur Departemen Pendidikan Nasional* (2003: 6) are:

- 1) The learning objectives are stated explicitly.
- 2) The organization of each chapter should be logic, chronologic and in a good other.
- 3) The organization of the chapter is based on the difficulty level of the materials.
- 4) The task assignment and practice in each chapter are arranged and adapted to given material.
- 5) The organization of the chapter should consider the connection between the materials.
- 6) The organization of the chapter involves the students to communicate actively in English.
- 7) The organization of the each chapter should encourage the students to be interested in learning English.
- 8) The organization of the each chapter should encourage the students to do reflection and self-evaluation by providing it with task which test the students' understanding enclosed with the answer key.

c. Linguistic and Readability Aspect

This aspect is related to the how to present learning knowledge, communicative learning, sentence structure, and the aspects of coherence and cohesive in the paragraph. The linguistic and readability aspect should cover the following:

- 1) The use of acknowledged English.
- 2) The use of English which is in line with the needs of communicative learning.
- 3) The use of English which is in line with the context type and communication demand.
- 4) The use vocabulary in line with students' cognition level and considers the difficulty gradation level.
- 5) The use of sentence structure is adapted to the language mastery level of the students.
- 6) The paragraph is arranged effectively considering the aspects of coherence and cohesive.
- 7) The use of relevant illustration with the functional material.

A course book for school use should be to bring the expected result. A good course book must be relevant to curricular objectives, its content must be up to date and in balance, and the sequence of its contents will make it easy for the students to understand and master them. A good English course book is not an exception. It must meet the four criteria for a course book: relevant to curricular objectives, up-to-datedness of content, content balance and sequence of content.

B. Related Studies

There are several research studies about analysis of English course books in elementary schools. Related to Yandri's (1999) studies, he concerned with an analysis of the elementary school English textbooks. The aim was to investigate the elementary school English textbooks used in Malang (East Java). The criteria that were used in his study were some contribution to this study considering that the theories were concerned with the material selection, although in different area. In this study, the researcher found (1) Erlangga textbook was fair in terms of material presentation aspect, good in terms of mechanical aspect, and fair in terms of communicative aspect. (2) Sigma Media textbook was poor in terms of material presentation aspect, very good in terms of mechanical aspect, and poor in terms communicative aspect. (3) Intan Pariwara textbook was fair in terms of material presentation aspect, very good in terms of mechanical aspect, and poor in terms communicative aspect. (4) IKIP Malang textbooks were fair in terms of material presentation aspect, good in terms of mechanical aspect, and fair in terms communicative aspect.

Sejati (2006) found out the teachers and students' opinions on the characteristics of good English course books for state elementary school students Grade 6 in Yogyakarta. The teachers and students had different opinions on the characteristics of good English course books for elementary school Grade 6. The differences occurred in characteristics of children, linguistics and readability.

The current research study is focused on how far the course book meet the criteria of good course book in terms of the content and the physical appearance that is appropriate to the students' need and level of learning. Besides, it is how far relevant the course book to the main of the English Curriculum.

C. Conceptual Framework

The English teaching-learning process in the elementary school is to support the students in order to make them ready and confident in learning English at higher levels. It is influenced by many components. One of the components is English course book. It can be one of the means to obtain the success of the English teaching-learning process.

Considering the necessity of the English course book, the selection of English course books that is how the relevant to the elementary school students' needs and level of learning. Determining a good course book should be based on KTSP Curriculum or SK and KD.

From the discussion above, the researcher proposed that good course books from some theory are determined by the curriculum. The content of the learning should be appropriate with the curriculum, the students' background, and the level of the students. On the other hand, if the learning materials are not suitable with the curriculum, the course book cannot be considered as a good course book. Furthermore, a good course book can be discovered through the evaluation of the learning materials.

CHAPTER III

RESEARCH METHOD

This chapter is devoted to the discussion of the type of research, population and sample, data collection, and data analysis. The explanation of each section is below.

A. Type of Study

The type of research is an evaluation study. This study is conducted to find out the relevance of the KTSP Curriculum or SK and KD in the book.

B. Object of the Study

The object of the study is “*Grow with English*” grade 5. The book is written by Dr. Mukarto, M. Sc. It was published by Erlangga in 2007. This book is arranged based on the Curriculum 2006. *Grow with English* course book is divided into two parts following the academic terms: Semester 1 and Semester 2. Each part is divided into units. Semester 1 consists of two units and Semester 2 consists of four units. The theme unit set in curriculum is divided into five units. They are: “*My classmates*”, “*Happy Birthday, Seta!*”, “*Food and drink*”, “*Healthy habits*”, “*On the weekend*”, “*Pet the pets*”.

The paper in *Grow with English* is thin scratch paper with grey color. Therefore, the written print can be seen through. The thickness of the course book is normal for the elementary school students, about 100-130 pages. This book has 128 pages.

C. Subject of the Study

The subject of the study is the English teachers of fifth-grade in elementary schools of Depok Sub-district. There are eleven English teachers who used *Grow with English* book.

D. Data Collection and Research Instrument

1. Data collection

The data were obtained from English course book “Grow with English” for the fifth-grade students in Elementary school. Then, the book was evaluated based on certain criteria.

The data are taken from the each unit in this book. Those units are listed and grouped then put in the basic competency (BC) evaluation table and learning objectives in 4 skills frequency tables as the instruments of this research. The forms of the basic competency evaluation table and learning objectives in 4 skills frequency tables have been mentioned before on table 1 until table 5.

2. Research instrument

This study used some instruments to collect the data from the object of the study. Some of them are questionnaires, interviews, observations, and content analysis. The descriptions of the instruments are described below.

The questionnaires were used to supporting data. The researcher distributed some questionnaires to the elementary school English teachers in Yogyakarta to find out English course books that they often used.

The BC evaluation table is used to classify the raw data into their learning objectives. The codes are utilized in this table are R for reading skill, L for listening skill, S for speaking skill, and W for writing skill. The numbers 1 to 8 are utilized to condense the learning objectives criteria 1 to 8. The table is presented below.

Table 2. Basic Competency Evaluation Table

unit	L 1	L 2	L 3	L 4	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	R 1	R 2	R 3	R 4	W 1	W 2	W 3	W 4
1																				
2																				
3																				
4																				
5																				
6																				

After the raw data are analyzed using the BC evaluation table, the results are then put in the frequency table. The frequency tables are as follows:

Table 3. Basic Competency in Listening

NO	Basic Competency	Frequency	Total
1.			
2.			
3.			
4.			
		Total	

Table 4. Basic Competency in Speaking

NO	Basic Competency	Frequency	Total
1			
2			
3			
4			
5			

6			
7			
8			
		Total	

Table 5. Basic Competency in Reading

NO	Basic Competency	Frequency	Total
1.			
2.			
3.			
4.			
		Total	

Table 6. Basic Competency in Writing

NO	Basic Competency	Frequency	Total
1.			
2.			
3.			
4.			
		Total	

Three criteria deal with the objectives of the study. Each criterion consisted of many categories and each category had sub categories. Each item was supported by many statements each of which is followed by four options: 1. SS (*sangat setuju*) strongly agree, 2. S (*setuju*) agree, 3. KS (*kurang setuju*) somewhat agree, 4. TS (*tidak setuju*) disagree. The scale used in this instrument is Likert's scale. The options had the scale of 4 – 3 – 2 – 1.

Then, interviews were used to get deeper information about a good English course book from some teachers. Furthermore, the researcher observes the book and then the result from observation can become object content analysis.

The following is the blue print of the material evaluation sheet.

Table 7. The Blue Print of the Material Evaluation Sheet

No	Category	Total
A	Vocabulary and structure	2
B	Tasks/Activities PBISD contextual-communicative model	2
C	New vocabulary in course book	6
D	Integrated language skills	6
E	Language functions: a. Ideas b. Thought c. Opinion d. Feeling e. Information	5
Total		21

Then, the instrument should have validity and reliability. Both of them are explained in the following:

1. The validity of the Questionnaire

In developing the questionnaire, the researcher used the theory of factors effecting criteria a good course book presented in Chapter II as the basis. Therefore, this instrument can be said to have construct validity. To compute the item validity of the questionnaire, the researcher applied the correlation formula of Person's Product Moment.

2. The reliability of the Questionnaire

The questionnaire to find out the reliability of the questionnaire, the data were analyzed by using the Alpha-Cronbach Coefficient formula. The formula is presented below.

$$r = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_s^2}{\sigma_t^2} \right]$$

Where :

r : instrument reliability

k : number items

$\sum \sigma_s^2$: the total of item score variances

σ_t^2 : the total variances

(Arikunto, 2006 : 109)

From the result of the computation, it was found that the reliability coefficient for the questionnaire was 0.832. It means that the reliability of the questionnaire is *very high*. Thus, the instrument is reliable.

E. Data Analysis Technique

Descriptive Statistics

The existing data are related using descriptive statistics which involves the measurement using frequency. The brief steps of analyzing the data are:

1. The data are observed and compared to the objectives in the KTSP Curriculum or SK and KD.

2. The data are ticked and scored 1 if the item is considered relevant to the objective and 0 if the items are considered irrelevant.
3. The data are put in the frequency tables.
4. The data are observed by another reviewer.
5. The reviewers fill out the BC evaluation table individually
6. The data are analyzed using descriptive statistic to describe the relevance of the BC by calculating the scores obtained for each objective.

In this analysis, it was used to describe how the relevant the course book to the Curriculum or SK and KD.

CHAPTER IV

RESEARCH FINDINGS

As mentioned previously, this study was a descriptive – evaluative type. This chapter is organized into three sections. The first section is description of the research object. The second is the description of the data from questionnaire and validity and reliability of the result. The three matters attempt to reveal the relevance of *Grow with English* to the learning objectives in KTSP Curriculum or SK and KD.

A. Research Finding

There are two kinds of data that can be described in this chapter. They are: the data from the book and the data from questionnaires.

1. The Result of Data from the Book

Grow with English course book 5 contains six lesson units. The lesson units are theme-based and to some degree they are sequential and structured. Each lesson unit presents approximately ten new words related to the theme, one or two language functions commonly used in the theme, sentence structures or patterns that support the language functions and review. The sentence patterns are arranged in such a way that the patterns presented in a lesson unit serve as a building block for the patterns presented in the next units. The sentence patterns are not presented in the form of rules; they are

presented inductively through the repeated use of the relevant sections in each unit, particularly in the dialogues, reading, and writing. For the detailed results of description object, each based competency might be seen in table of frequency as follows.

Table 8. The Frequency Table for Each Basic Competency in *Grow with English*

Basic Competency	Frequencies
L1	4
L2	20
L3	1
L4	3
S1	29
S2	24
S3	17
S4	23
S5	21
S6	15
S7	11
S8	22
R1	23
R2	11
R3	0
R4	1
W1	12
W2	5
W3	8
W4	0
Total	250

L = listening

S = speaking

R = reading

W = writing

1 = based competency 1

2 = based competency 2, etc

Table 8 shows that there are 20 based competencies for the first grade that must be achieved in order to fulfill the requirements in KTSP Curriculum. The highest frequency resembles in based competency in Speaking 1 and the second place is based competency in Speaking 4. It means

that the activities in speaking are quite high. This might be caused by the activities after read a text that demanding the individual and group activities in writing such as answering the questions about greeting; lets' say true or false, filling or completing the dialogues, filling forms or tables.

On the other hand, it is caused by the activities to find the meaning of vocabularies from the texts in this book, and finding the similar vocabulary of the statement. Based Competency in Reading 1 is also high because of the activities to find implicit information from a text such as answering questions based on a certain text or giving statements about the correct sentence from the statements based on the text.

Table 9. The Total Frequency and Percentage Table of Basic Competency for Each Skill

Skills	Tf	%
Listening	28	11.2%
Speaking	162	64.8%
Reading	35	14%
Writing	25	10%
Total	250	100%

From the total frequency for each skill and its percentage, it can be concluded that speaking gets the highest frequency followed by writing, reading, and listening which gets the less frequency for this book. This result proves that speaking is still the emphasis of the Basic Competency for the students.

2. The Description of Data from Questionnaires

In analyzing the course book, the researcher was assisted by some English teachers. They were asked to fill in the questionnaire of the material evaluation. Based on the result of the questionnaires, the researcher analyzed the *Grow with English* course book which the relevant with the KTSP Curriculum or SK and KD. It is necessary to get the real description of the uses of this book in the elementary schools in Depok sub-district.

These data related the researcher's statement about the uses of *Grow with English* course book in elementary schools in Depok. There are 45 elementary schools in Depok. The writer took 16 schools for observation to get the data. From 16 schools, there are 16 teachers that filled out the questionnaire. 11 teachers use the book, 5 teachers do not use the course book.

There are some components of the questionnaires. Each of them will be described as follows:

a. Vocabulary

The vocabulary should be related to the topics that are familiar with the students' environments. Based on the result of the questionnaires, there are 45.45% teachers who strongly agree and agree with the statement. Then, there are 11 teachers think that find it easy to understand the vocabulary in some texts that have relation with their past experience and their environment.

The category of vocabulary is divided into two sub-categories. The first category consists of the daily words for the elementary school students.

The second category consists of short words that the words or phrases are not more than two determiners.

b. Structure

Teaching English to the elementary school students should be teach the barest minimum of grammar. The grammatical structure in the course book is the simple ones (e.g. Look at that, cut the mango). The grammar and structure of the text are regarded to have simple and easy to understood by students. There are some teachers (45.45%) who agree with the statements. The texts are not too long and complex. Therefore, they do not need much time to read and comprehend the texts.

c. The Contextual-Communicative Model

Contextual-Communicative model of the English teaching-learning processes in elementary school concern about children, and emphasizes on English competence mastery. The English competence mastery needs to be supported by understanding of the meaning of the utterances which are learned and the mastery of the language elements which are used to express meaning. It also needs to be practiced by using the related utterance for communication. Therefore, the produce of learning which is suggested above consists of three parts: warming up, the main teaching process, and closing. The main teaching learning process consists of three parts that are connected to each other, which are comprehension focus, language focus, and communication focus. (Madya, 2002: 37). Those parts should be developed into the presentation of the course book both in the tasks and activities.

The warming up stage concerns how the tasks in the course book attract and direct the students' attention, that is, by involving the students physically and mentally. In addition, this stage will motivate the students to learn English. The stage comprehension focus concerns the students' understanding of the meaning of expression used in the materials through the kinds of the input texts, so that they realize the aim of the writers or speakers.

The language focus stage provides the language elements: pronunciation, spelling, and the structure form. The students are guided to learn the above aspects. The contents of those aspects include words to be pronounced, words to be spelled, and the form to be expressed-exist in the input text which should be comprehended in the preceding stage.

The communication focus stage provides the students with some chances to practice or use the expressions that have been learned in the comprehension tasks/activities. Then, there are 45.45% teachers who strongly agree and 36.36% who agree with the statement. The closing stage leads the students to be aware of the usefulness of language that they have already learned in the real life.

The learning materials in each unit present pictures and the English words or short sentences that are related to the topic discussed. The instruction is '*Look and Listen*'. The picture at the beginning of each unit which attracts the students' attention functions as the warming up. The unit presents the comprehension focus in the tasks of matching, multiple choice, and crossword puzzle. The language focus is applied in various tasks: spelling, pronunciation,

arranging and completing words or sentences. The communication focus exists in the form of guessing games and imitating. Besides, this course book provides some activities, such as ‘Tell your friends!’, ‘Sing this song’, ‘Ask and Answer’. Then, the activities are practicing the dialogue with a partner.

d. Integrated Language Skills

Four language skills are integrated in the presentation of the materials to make students motivated and confident to practice the language skills. Most of the materials are focused on speaking skills. For instance, the integration of listening and speaking skills in the theme ‘Healthy habits’ in the task ‘listen and say’ (*Grow with English*, p 66&67). Then, there are 27.27% teachers who strongly agree with the statement and 63.63% who agree. Most the materials are focused on speaking skills. Below are the characteristics of the learning materials related to the integrated skills that are viewed from the instructions.

e. Language Function

The language functions in *Grow with English* presents the thought and opinion expression, for example the students have to think of what kinds of picture it is and what it is called in English. They are provided with many answers and they have to choose the one correct answer according their knowledge in a written form. Their answers show us, implicitly, that they have processed the expression of opinion.

The language function in expressing ideas and information is applied in the tasks, for instance, ‘Do you remember’ (*Grow with English*, p 22). It

presents a picture of the students each of whom shows. Besides, the students have to answer the questions based on the appropriate pictures.

The information transfer expression is provided in the task, for example, in the topic '*My classmates*' in the task of '*Let's Listen and Repeat*' (*Grow with English*, p 13), one of the pictures is a group of students who are studying, and there is one student pointing at the group while saying "They're studying". She/he wants to inform to the readers that the group is studying. There are 36.36% teachers who strongly agree and 45.45% who agree.

All of the tasks in this course book provide the expressions of thought, ideas, opinion, feeling, and information in the guided learning materials. These make the students to be dependent and not creative.

3. Validity and Reliability of the Results

There is need to validate the findings of this study since this study takes the raw data naturally from the book. It means that this study uses the data oriented validity. The reliability of the result is gained from some reviewers who observe and analyze the data. This procedure is very common in content analysis.

From the reviewers, there are also emerges two different findings. It is necessary to do computation in order to get the reliability of the result. Beside the writer, there is another reviewer who has experiences in using the book in the classroom. She is a teacher.

B. Discussion

Based on the data described above, some research findings should be discussed. The discussion comprised two items related to curriculum or SK and KD in the *Grow with English*. Those research findings are discussed bellows:

1. The Relevance of the Grow with English course book with the KTSP Curriculum or SK and KD

Actually, the goals of the course have been relevant to the SK and KD. The main purposes of the books are to acquaint the students with English since the first year of their elementary education, and help them *Grow with English* and become proficient in English.

Based on the analysis, this book is relevant to the SK and KD in listening, speaking, and reading because they can cover the learning objectives in listening, speaking and reading, but the activities in the writing can be said irrelevant because they cannot cover the learning objectives in writing.

2. The Results of the questionnaires

The vocabulary and grammar items are developed based on the topic discussed and the grammatical structures in the course book is simple and easy understand for students. Then, the contextual-communication is only few in the course book and the integrated language skill is productive skills. Besides, the integrated language skill is productive skills.

According to the research findings a good course book should relevant with the curriculum were appropriate to students needs and level of learning. It is important to the teacher and educators on the way in selecting and providing

Therefore, the teacher should provide extra attention in selecting the learning materials to their students in order that the students can be better in comprehending the learning materials.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The objective of this research is to analysis the *Grow with English* Course book that is relevant to the learning objectives in the KTSP Curriculum. Based on the objective of the study, this book is relevant to the learning objectives in KTSP Curriculum in listening, speaking, and reading because they can cover the learning objectives in listening, speaking and reading, but the activities in the writing can be said irrelevant because they cannot cover the learning objectives in writing. The highest frequency resembles in based competency in Speaking 1 is 29 frequencies.

B. Implication

The *Grow with English* can be said relevant to the learning objectives in KTSP Curriculum. However, the distribution of the units needs to reconsider in order to achieve all the learning objectives in the KTSP Curriculum so that all the leaning objectives can be achieved equally.

It is important for the teachers to analyze the book they are using at the present. It is due to the finding that the listening, speaking, and reading activities are more than enough and the writing activities are much less than what is expected. The teacher should find or make other units to fill the gap of

unit in writing and reduce unit in listening, speaking, and reading in order to cover all of the learning objectives in the KTSP Curriculum or SK and KD.

C. Suggestion

Based on the explanation on conclusion and implication, the suggestions that can be proposed are as follows:

1. For the teachers of Elementary schools in Yogyakarta

It is necessary for the teachers to make or find other resources to complete the activities that are already available in the Grow with English course book since they have been proved to be relevant to the learning objectives in KTSP Curriculum which means that the additional activities should fulfill the shortage of the course book and make all of the learning objectives be covered.

2. For the writer of course book

It is necessary for the writers of the course book for elementary schools students to rewrite the book and make the activities in the course book more challenging and interesting so that the book can be used to fulfill the available time that has already provided for the teaching and learning English in the classroom.

3. For other researchers

Course book evaluation can be one of the most imperative studies. The researcher expects that there will be further discussions and studies in this domain by using other techniques and focus on other factors so those who are involved in the English teaching and learning field will get much understanding about selecting appropriate English course books for their students.

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APPENDICES

Kepada:

Yth. Bapak/Ibu:

Dengan Hormat,

Puji syukur kami panjatkan kehadirat Allah SWT yang telah melimpahkan rahmat serta hidayah-Nya kepada kita. Saya selaku mahasiswi yang sedang melakukan penelitian guna menyelesaikan tugas akhir bermaksud memohon kesediaan Bapak/Ibu guru mengisi angket yang saya lampirkan.

Dalam kesempatan ini saya sedang menulis tugas akhir dengan judul “**AN ANALYSIS OF THE ENGLISH COURSE BOOK ENTITLED *GROW WITH ENGLISH* by Dr. Mukarto, M. Sc**”.

Hasil angket ini akan digunakan sebagai data skripsi. Jawaban Bapak/Ibu tidak akan berpengaruh terhadap hal-hal lain selain untuk keperluan tersebut. Oleh karena itu, kesungguhan dan kejujuran Bapak/Ibu sangat saya harapkan demi validitas instrument ini, serta demi kemajuan dan perbaikan dunia pendidikan.

Atas perhatian dan kerjasama Bapak/Ibu guru dalam mengisi angket ini saya ucapkan terimakasih.

Yogyakarta, 28 Desember 2011

Peneliti

Dewi Indrawati

A. The Research Instrument.

Angket Evaluasi Buku Ajar Bahasa Inggris SD

Kepada Yth. Bapak/Ibu Guru Bahasa Inggris

Di tempat

Angket ini merupakan salah satu bagian terpenting dalam penelitian Tugas Akhir Skripsi yang berjudul, “**AN ANALYSIS OF THE ENGLISH COURSE BOOK ENTITLED *GROW WITH ENGLISH* by Dr. Mukarto, M. Sc.** Saya mengharapkan bantuan Bapak/Ibu Guru untuk mengisi semua pertanyaan dalam angket ini.

Sebelum dan sesudah saya ucapkan terimakasih banyak atas kesediaan Bapak/Ibu Guru.

Hormat Saya,

Dewi Indrawati
06202244087

Universitas Negeri Yogyakarta

A. Data Responden

1. Nama :
2. Umur/tgl lahir :
3. Jenis kelamin :
4. Pengalaman sebagai guru bahasa Inggris:
 - a. Lamanya :tahun, sejak tahun-..... (sekarang*)
 - b. Nama SD :
.....
..... (jika lebih dari 1, sebutkan semua)
 - c. Kelas yang pernah diajar: (sebutkan semua)
 - d. Sekarang masih mengajar dikelas:
5. Latar Belakang pendidikan:
 - a. SLTP : Lulus tahun
 - b. SLTA : Lulus tahun
 - c. Perguruan tinggi : () D2 Lulus tahun
() D3 Lulus tahun
() S1 Lulus tahun
6. Penataran/kursus/diklat yang pernah diikuti:
.....
.....

B. Buku yang digunakan di sekolah Bapak/Ibu Guru Bahasa Inggris

Mohon memberi tanda centang (√) sesuai kolom buku yang paling sering digunakan Bapak/Ibu dalam proses belajar mengajar disekolah (buku yang belum terdaftar mohon ditulis di kolom yang belum terisi). *Untuk buku tambahan mohon ditulis dibawahnya.

NO	Judul Buku	Th.penerbit	Penulis	Penerbit	Dipakai di kelas			Ket
					4	5	6	
1	Speed Up			Yudistira				
2	Grow with English			Erlangga				
3	Lesson Time			Pirantis				
4								

*Buku tambahan yang dipakai (jika ada)

- Judul :
- Penerbit :
- Tahun terbit :

Yogyakarta, 28 Desember 2011

Mengetahui:

Kepala Sekolah

Guru Bahasa Inggris

NIP

NIP

Pernyataan tertutup

Petunjuk pengisian

1. Terlebih dahulu Bapak/Ibu Guru diharapkan membaca tujuan kurikulum bahasa Inggris dan mengamati satu buku ajar (sesuai kolom diatas) yang digunakan Bapak/Ibu disekolah khusus untuk kelas lima sekolah dasar.
2. Setelah itu barulah Bapak/Ibu Guru di mohon memberikan tanggapan terhadap pernyataan dengan memberikan tanggapan terhadap pernyataan dengan memberikan tanda centang (✓) pada kolom di bawah ini:

(SS) Jika Bapak/Ibu sangat setuju dengan pernyataan tersebut

(S) Jika Bapak/Ibu setuju dengan pernyataan tersebut

(KS) Jika Bapak/Ibu kurang setuju dengan pernyataan tersebut

(TS) Jika Bapak/Ibu tidak setuju dengan pernyataan tersebut

1. Kisi-kisi Evaluasi Buku Ajar

No	Kategori	Sub kategori	SS	S	KS	TS
A	Kesesuaian kosakata dalam buku ajar dengan kebutuhan siswa	Kosakata dalam buku ajar... 1. Merupakan kata-kata sehari hari bagi siswa SD 2. Dalam bentuk yang pendek (kata-kata atau frase yang tidak lebih dari dua determiner)				
B	Setiap unit dalam buku ajar disusun sesuai dengan karakteristik belajar siswa SD terdiri dari: <i>Warming Up, comprehension, focus, language focus, communication focus, closing.</i>	1. Di setiap unit dalam buku ajar terdapat Warming Up yaitu kegiatan yang bertujuan untuk menarik dan mengarahkan perhatian siswa dengan melibatkan pikiran dan hati, serta memotivasi siswa SD, contoh: pertanyaan/gambar yang menuju ke topic 2. Di setiap unit dalam buku ajar terdapat Comprehension Focus yaitu kegiatan untuk membantu siswa memahami makna ekspresi yang dipelajari untuk komunikasi, contoh: menjodohkan, pertanyaan <i>True-False</i> , melengkapi kata/kalimat, teka-teki silang 3. Di setiap unit dalam buku ajar terdapat Language Focus yaitu kegiatan yang bertujuan agar siswa belajar <i>pronunciation, spelling, grammar structure</i> contoh: menirukan <i>pronunciation</i> model guru, mengatur /				

		<p>menyusun huruf ke kata dan kata ke kalimat yang bermakna, melengkapi suatu <i>vocabulary web</i></p> <p>4. Di setiap unit dalam buku ajar terdapat Communication Focus yaitu kegiatan dimana siswa diberi kesempatan untuk mempraktekkan ekspresi yang telah dipelajari untuk komunikasi, contoh: kuis, simulasi, <i>role play</i>, permainan komunikatif</p> <p>5. Di setiap dalam buku ajar terdapat Closing yaitu rangkuman/kesimpulan yang membuat siswa sadar akan kegunaan ekspresi yang dipelajari di dunia nyata, contoh: mengidentifikasi situasi untuk ekspresi yang akan digunakan (dengan pertanyaan yang melibatkan siswa)</p>				
C	Penerapan kosakata baru dalam buku ajar	<p>1. Di setiap unit dalam buku ajar terdapat sejumlah kosakata baru yang berkaitan dengan...</p> <ol style="list-style-type: none"> Topik Fungsi bahasa (ekspresi) <p>2. Kosakata dalam buku ajar...</p> <ol style="list-style-type: none"> Sesuai dengan topik di suatu unit yang sedang dibahas Digunakan sebagian besar kegiatan Digunakan diempat keterampilan bahasa Dilengkapi dengan transkripsi fonetik, khusus buku ajar pegangan guru (jika ada) <p>3. Dalam buku ajar terdapat daftar kosakata diakhir unit atau akhir buku ajar Daftar kosakata diakhir unit atau akhir buku ajar disertai terjemahan dalam bahasa Indonesia (jika ada)</p>				
D	Kegiatan dalam buku ajar terarah untuk mengembangkan ' <i>integrated language skill</i> ' yang membuat siswa termotivasi dan percaya diri mempelajari dan mempraktekkan keterampilan	<p>1. Integrasi antara kegiatan mendengar dan berbicara dalam buku ajar saling memperkuat dan mengarahkan siswa agar termotivasi dan percaya diri dalam menyerap dan mengucapkan kata, frasa, dan kalimat bahasa Inggris yang bermakna</p> <p>2. Integrasi antara kegiatan mendengar dan menulis dalam buku ajar saling memperkuat dan mengarahkan siswa agar termotivasi dan percaya diri dalam menyerap dan menulis kata, frasa, dan kalimat bahasa Inggris yang bermakna</p>				

	bahasa	<p>3. Integrasi antara kegiatan membaca dan berbicara di buku ajar mengarahkan siswa agar termotivasi dan percaya diri dalam membaca dan mengucapkan kata, frasa, dan kalimat bahasa Inggris yang bermakna</p> <p>4. Integrasi antara kegiatan membaca dan menulis di buku ajar saling memperkuat dan mengarahkan siswa agar termotivasi dan percaya diri dalam membaca dan mendengar kata, frasa, dan kalimat bahasa Inggris yang bermakna</p> <p>5. Integrasi antara kegiatan membaca (mendengar) dan mendengar (membaca) dalam buku ajar saling memperkuat dan mengarahkan siswa agar termotivasi dan percaya diri dan dalam membaca dan mendengar kata, frasa, dan kalimat bahasa Inggris yang bermakna</p> <p>6. Integrasi antara kegiatan berbicara (menulis) dan menulis (berbicara) dalam buku ajar saling memperkuat dan mengarahkan siswa agar termotivasi dan percaya diri dalam membaca dan mendengar kata, frasa, dan kalimat bahasa Inggris yang bermakna</p>				
E	Materi yang disusun dalam buku ajar mengacu pada tujuan pembelajaran Bahasa Inggris dalam kurikulum	<p>1. Latihan-latihan dalam buku ajar berkaitan dengan kemampuan....siswa SD</p> <ul style="list-style-type: none"> a. Menyampaikan gagasan b. Menyampaikan Pikiran c. Menyampaikan Pendapat d. Menyampaikan Perasaan e. Menyampaikan informasi 				

Pernyataan Terbuka

1. Menurut Bapak/Ibu apa kekurangan dari buku ajar yang dipakai (khusus kelas lima) jika dikaitkan dengan kebutuhan siswa dalam tingkat belajar siswa SD? (Lingkari pilihan Bapak/Ibu boleh lebih dari satu)
 - a. Kriteria isi buku ajar
 - b. Kriteria fisik buku ajar
 - c. Kriteria buku ajar dengan tujuan kurikulum
 - d. Lain-lain
2. Apa saran Bapak/Ibu untuk menutupi kekurangan tersebut?
.....
.....
3. Mengapa Bapak/Ibu guru memilih buku tersebut?
.....
.....
4. Apa pendapat Bapak/Ibu Guru mengenai Angket Evaluasi Buku ajar SD ini?
.....
.....

Appendix. The Field Data of the Open Question

A. List of the open question answer of *Grow with English*.

N O	Nama/SD	Kekurangan dari Buku Ajar		Alasan memilih buku	Peandapat tentang Angket
		Kategori	Saran		
1.	Prapti SM/SD N Timbulharjo	- Kriteria isi buku ajar - kriteria buku ajar dengan tujuan kurikulum	Memberikan masukan pada penerbit	- Mudah diapahami - Mempunyai tingkat kesulitan yang cukup untuk latihan-latihannya.	Bagus, dapat mengoreksi kekurangan-kekurangan yang ada dalam buku ajar.
2.	Muhammad Fadli/SD N Nolobangsan	Lain-lain	-	Sebab buku tersebut sesuai dengan KTSP dan isi relevan untuk menjadi pelajaran di SD.	Dengan angket ini kita dapat mengetahui yang sesuai dan tidak kesesuaian dalam buku ini.
3.	Febriana W, S.Pd/SDN Samirono	Kriteria isi buku ajar	Lebih menarik jika diberikan daftar kosakata diakhir unit/di akhir buku ajar dengan disertai terjemahan	Karena mudah diperoleh di took-toko buku dan isinya sesuai dengan pelajaran di SD	Angket evaluasi mengenai buku ajar cukup bagus untuk bias melihat kekelbihan dan kekurangan yang ada di suatu buku ajar.
4.	Nurkatikasas i/SDN Condongcatu r	- Kriteria isi buku ajar - kriteria buku ajar dengan tujuan kurikulum	Mengambil referensi materi dari buku yang lain	- tampilan biku meanarik - menyeragamkan dengan kelas yang lain	Menjadi media agar penerbit juga mengevaluasi diri atas kelebihan dan kekurangan.
5.	Riki S S.Pd/SDN Adisucipto 2	- Kriteria fisik buku ajar - kriteria buku ajar dengan tujuan kurikulum	Peningkatan dalam penyusunan kriteria isi yang ada kaitannya	Buku ini adalah buku yang sudah lumayan lengkap dan mudah untuk dipahami oleh anak-anak. Penggunaan	Sudah sangat baik dan semoga dengan adanya angket ini membuat

			dengan kurikulum	struktur kalimat juga mudah dan cepat dipahami oleh anak	peningkatan di bidang pendidikan bahasa Inggris.
6.	Widiyani/SD N Babarsari	kriteria buku ajar dengan tujuan kurikulum	Soal-soal agar menjurus ke soal-soal tes/UAS karena dari sekolah kami kompetensi unggulannya ada pada hasil tes/UAS	Mudah diterima anak	Bagus, karena untuk mengkaji buku dan meningkatkan kualitas dari buku terbitan tersebut.
7.	Praja M S.Pd/SDN Depok 2	Lain-lain	Karena buku mudah/sering terlepas dari jilidan/sampul naya maka lem/perekat/jilidan harus lebih kuat	<ul style="list-style-type: none"> - Sampul yang menarik bagi siswa, kertas/gambar isi buku yang berwarna-warni. - Kesesuaian isi buku ajar dengan kurikulum. 	Sangat bermanfaat sekali, selain untuk penulisan skripsi/karya ilmiah dapat menjadi salah satu media dalam memberikan saran/kritik kepada penerbit buku ajar agar dapat meningkatkan kualitas buku ajar tersebut tidak hanya isi, tetapi juga fisik buku ajar tersebut.
8.	Rr.Gumanti NR, S.Pd Ing/SDN Ambarukmo	-	-	-	Bahasa angket mudah.
9.	Drs.Muslikhin, M.Hum/SD N Adisucipto 1	-	Perlu dilengkapi dengan kamus bergambar sesuai dengan vocabulary yang teramat dalam buku	Karena sederhana, mudah dan menantang untuk aktif	Angketnya sebaiknya selain kepada Bapak/Ibu guru juga secara acak/random sampling perlu juga

					anak-anak SD/pemakai buku ajar tersebut.
10.	Erna S/SDN Perumnas	- Kriteria isi buku ajar - kriteria buku ajar dengan tujuan kurikulum	Buku tersebut sebaiknya memberikan penjelasan tentang topic yang akan dipelajari, misalnya tentang kalimat perintah yang diawali dengan may, can (may I help You, Mrs. Susi?). Dengan kata lain, buku sebaiknya menulis rangkuman setiap topic.	Sebab buku tersebut dapat melatih anak-anak berbicara dalam bahasa Inggris	Bagus, dengan angket evaluasi buku ini dapat ditemukan kelebihan dan kekurangan buku tersebut.
11.	Eri, AS/SDN Kentungan	kriteria buku ajar dengan tujuan kurikulum	Setiap unit dilengkapi SK KD agar topic dan fungsi bahasa mengacu kepada SK KD tersebut	Mudah dipahami, menarik gambarnya, dan banyak ekspresi yang dipelajari	Sudah bagus tapi agak membingungkan karna 1 nomer bias lebih dari 1 jawaban.

APPROVAL

AN ANALYSIS OF ENGLISH TEXTBOOK "Grow With English" USED IN ELEMENTARY SCHOOLS IN YOGYAKARTA

A Thesis Proposal

By

Dewi Indrawati

06202244087

Approved on October 10, 2001

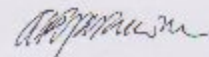
First Consultant,



Dra. Jamilah, M.Pd

NIP. 19630103 198803 2 002

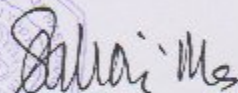
Second Consultant,



Ari Purnawan, S. Pd, M. Pd

NIP. 19710123 200112 1 002

Wakil Dekan I FBS UNY,



Suhaini M. Saleh, M.A

NIP. 19540120 197903 1 002

Kaprodi PBI,



Samsul Maarif, M.A

NIP. 19530423 197903 1 004



KEMENTERIAN PENDIDIKAN NASIONAL

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FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550043, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-C1
10 Jan 2011

Nomor : 2068/H.34.12/PP/X/2011
Lampiran : --
Hal : Permohonan Izin Penelitian

19 Oktober 2011

Kepada Yth.

Bupati KDH Tk. II Kabupaten Sleman
c.q. Ka. Bappeda Kabupaten Sleman
di Sleman

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seri (TAKS) Tugas Akhir Bukan Skripsi (TABS), dengan judul :

An Analysis of English Textbook "Grow with English" used in Elementary School in Yogyakarta

Mahasiswa dimaksud adalah :

Nama : DEWI INDRAWATI
NIM : 06202244087
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Bulan Oktober 2011

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n/ Dekan
Wakil Dekan I.

Dra. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002



KEMENTERIAN PENDIDIKAN NASIONAL
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<http://www.fbs.uny.ac.id/>

FRM/FBS/32-01
10 Jan 2011

Nomor : 1327/H.34.12/PBI/X/2011
Lampiran :
Hal : Permohonan Ijin Survey/Obsevasi/ Penelitian

Kepada Yth.....
Pembantu Dekan I
FBS UNY

Dengan hormat,

Menanggapi surat dari Saudara:

Nama : Perti Indrawati
No. Mhs. : 06202244087
Jur/Prodi : PBI

Lokasi Penelitian : SD di Yogyakarta

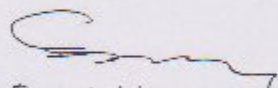
Judul Penelitian : An Analysis of English Textbook "Glow with English" Used in Elementary School in Yogyakarta

Tanggal Pelaksanaan : Oktober 2011

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/ Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami
Ketua Jurusan
FBS UNY.


Dr. Samsul Marif, M. A.
NIP. 19630423 197903 1 004



PEMERINTAH KABUPATEN SLEMAN
**BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Alamat : Jl. Parasarnya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 869800 e-mail : bappeda@slemanKab.go.id

**SURAT PERNYATAAN BERSEDIA MENYERAHKAN
HASIL - HASIL SURVEY/PENELITIAN/PKL
NO. : 070/ 2655**

Kami yang bertanda tangan di bawah ini saya :

1. Nama : DEWI INORAWATI
2. No. Mahasiswa/NIP/NIM : 062002241089
3. Tingkat (D1, D2, S1, S2, S3) : S1
4. Universitas/Akademi : UNY
5. Dosen Pembimbing : Dra. Lemish M.Pd., Ari Purnawan S.H.MPd
6. Alamat Rumah Peneliti : Karang Malaga A 14 B
7. No. Telp/HP : 085193234352
8. Tempat Lokasi Penelitian/ Survey : SD SE-Pecanatan Depok, Sleman.

Menyatakan dengan ini kami bersedia untuk menyerahkan hasil - hasil PKL/ Research/ Penelitian/
pencarian data tentang/ judul :

An Analysis of English Textbook "Grow With English"
Used in Elementary Schools in Yogyakarta.

Kepada BAPPEDA Kabupaten Sleman

Pernyataan ini merupakan bagian yang tidak terlepas dari
Pernyataan perijinan Research/ Penelitian/ PKL yang kami lakukan dalam
Wilayah Kabupaten Sleman DIY.



Sleman, 25 Oktober 2011
Yang menyatakan

Dewi

Dewi Inorawati
(Nama Terang)



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Alamat : Jl. Parasmya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 07.0 / Bappeda / 2655 / 2011

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

- Dasar : Keputusan Bupati Sleman Nomor: 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
- Menunjuk : Surat dari an. Dekan, Wakil Dekan I Fak. Bahasa & Seni Univ. Negeri Yogyakarta Nomor: 2068/H.34.12/PP/X/2011 Tanggal: 19 Oktober 2011 :Ial: Permohonan Izin Penelitian.

MENGIZINKAN :

Kepada :
Nama : **DEWI INDRAWATI**
No. Mhs/NIM/NIP/NIK : 06202244087
Program/Tingkat : S1
Instansi/Perguruan Tinggi : UN Y
Alamat Instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta
Alamat Rumah : Karangmalang A 14 B Yogyakarta
No. Telp/HIP : 085293237357
Untuk : Mengadakan penelitian dengan judul:
"AN ANALYSIS OF ENGLISH TEXTBOOK GROW WITH ENGLISH USED IN ELEMENTRY SCHOOL IN YOGYAKARTA"
Lokasi : Kab. Sleman
Waktu : Selama 3 (tiga) bulan mulai tanggal: 25 Oktober 2011 s.d. 25 Januari 2012.

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Kepala Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda*
4. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Tembusan Kepada Yth :

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Soshud Bappeda Kab. Sleman
5. Camat Kec. Depok
6. Ka. SD Negeri Se Kec. Depok
7. Ka. SD Swasta Se Kec. Depok
8. ...

Dikeluarkan di: Sleman

Pada Tanggal : 25 Oktober 2011

**A.n. Kepala BAPPEDA Kab. Sleman
Ka. Bid. Pengendalian & Evaluasi
u.b.**

Ka. Sub Bid. Litbang

Sri Nurhidayah, S.Si. MT

Daftar Nama dan Alamat Sekolah Dasar (SD) Negeri/Swasta Kecamatan Depok, Sleman, Yogyakarta

NO	NAMA SEKOLAH	ALAMAT	STATUS
1	SD N CONDONGCATUR	KALIURANG KM 6,5	NEGERI
2	SD N SAMIRONO	COLOMBO NO. 002	NEGERI
3	SD N ADISUPCIPTO 1	JANTI	NEGERI
4	SD N ADISUCIPTO 2	JANTI KOMP. LANUD ADSP	NEGERI
5	SD N AMBARUKMO	AMBARUKMO	NEGERI
6	SD N BABARSARI	BABARSARI	NEGERI
7	SD N BHAKTIKARYA	GAMBIRANOM	NEGERI
8	SD N CATURTUNGGAL 1	MANGGUNG	NEGERI
9	SD N CATURTUNGGAL 3	KALIURANG KM.4.5	NEGERI
10	SD N CATURTUNGGAL 4	TEMPEL	NEGERI
11	SD N CATURTUNGGAL 6	LAKSA ADSP. GANG PINUS	NEGERI
12	SD N CATURTUNGGAL 7	GAMBIR NO.6B	NEGERI
13	SD N CORONGAN	CORONGAN	NEGERI
14	SD N DEPOK 1	MUTOKOREJO	NEGERI
15	SD N DEPOK 2	MANISREJO	NEGERI
16	SD N DERESAN	CEMPAKA	NEGERI
17	SD N GAMBIRANOM	GAMBIRANOM	NEGERI
18	SD N GEJAYAN	ANGGAJAYA III	NEGERI
19	SD N KALONGAN	SOLO KM 8.5	NEGERI
20	SD N KARANGASEM	CANDIGEBANG	NEGERI
21	SD N KARANGWUNI	KALIURANG KM 6.5	NEGERI
22	SD N KENTUNGAN	GARUN III	NEGERI
23	SD N KLEDOKAN	ARETI UTARA KM 1	NEGERI
24	SD N MAGUWO HARJO 1	SOPALAN	NEGERI
25	SD N MUSTOKOREJO	NAGGULAN	NEGERI
26	SD N NANGGULAN	WARINGSARI	NEGERI
27	SD N NGRINGIN	NOGOPURO 3	NEGERI
28	SD N NOGOPURO	KOMPLEK POLRI GOWOK	NEGERI
29	SD N NOLOBANGSAN	SKIP	NEGERI
30	SD N PERCOBAAN 2		NEGERI

Daftar Nama dan Alamat Sekolah Dasar (SD) Negeri/Swasta Kecamatan Depok, Sleman, Yogyakarta

31	SD N PERUMNAS 3		NEGERI
32	SD N PERUMNAS CONCAT	TANTULAR 93	NEGERI
33	SD N PUREN	RINGINSARI	NEGERI
34	SD N RINGINSARI	ASEM GEDE NO 48	NEGERI
35	SD N SARIKAYA	BANJENG	NEGERI
36	SD N TAJEM	KRODAN	NEGERI
37	SD N TIMBULHARJO	AMPEL NO 4	NEGERI
38	SD BOKPRI DEMANGAN 3	SETURAN NO 15	SWASTA
39	SD BUDI MULIA	KLEBENGAN CT VIII/B 18	SWASTA
40	SD KANISIUS CONCAT	TAMBAKBOYO	SWASTA
41	SD KANS. DEMANGAN BARU	DEMANGAN BARU NO 22	SWASTA
42	SD MUH.CONCAT	RING ROAD UTARA	SWASTA
43	SD MUH. KAYEN	KALIURANG KM 7.5	SWASTA
44	SD MUH.KOMPLEK KOL.	RAJAWALI 10	SWASTA
45	SD TARUNA BANGSA	VILLA SETURAN INDAH	SWASTA